

INTERNET

Guidelines and Resources for **INTERNET SAFETY** in Schools



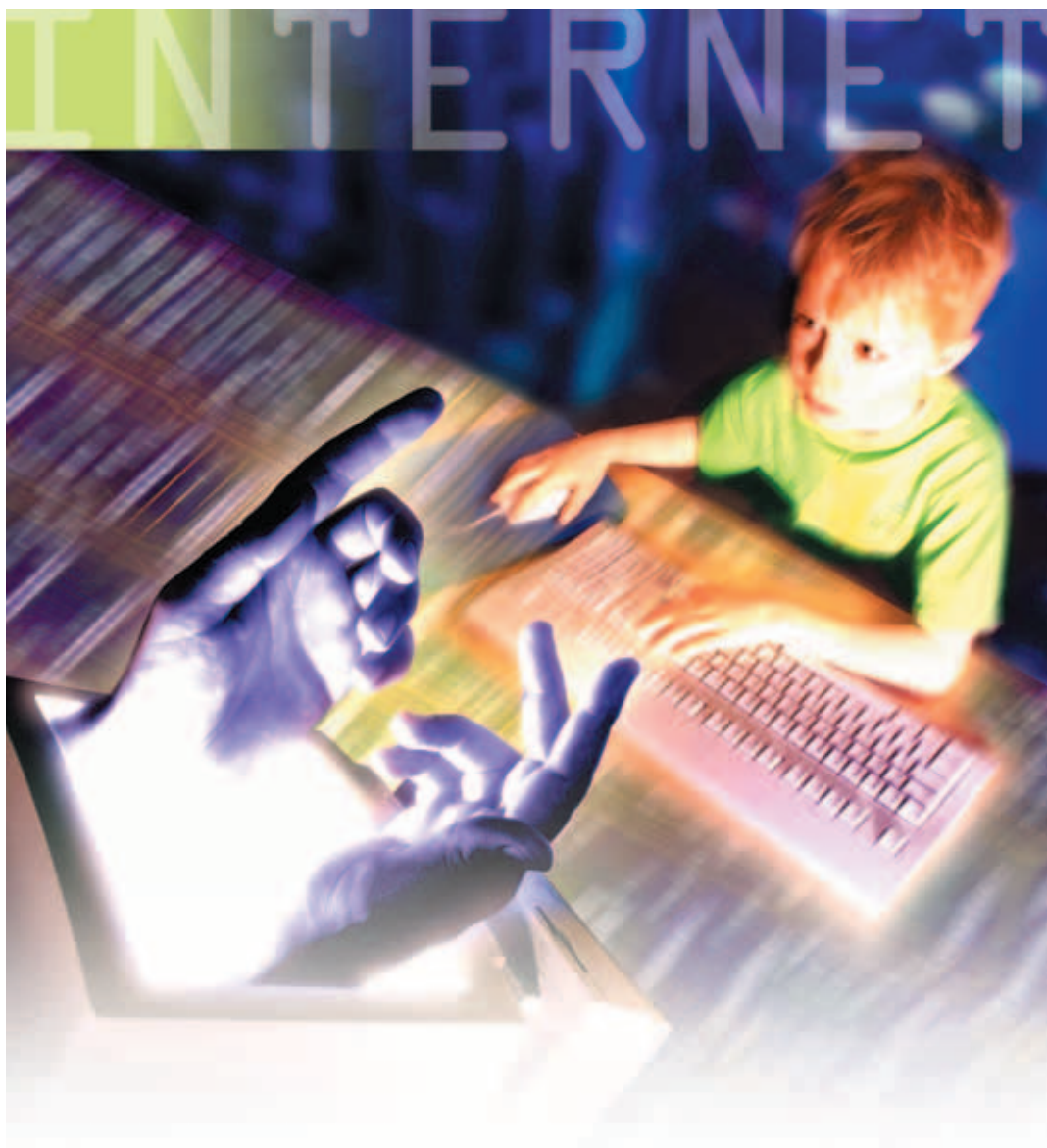
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Guidelines and Resources Developed in Response
to Chapter 52 – An Act to Amend and Reenact
§ 22.1-70.2 of the *Code of Virginia*, Relating to
Internet Safety Instruction in Schools
(HB58 – Approved March 7, 2006)

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Guidelines and Resources for **INTERNET SAFETY** in Schools



VIRGINIA DEPARTMENT OF EDUCATION
DIVISION OF
**TECHNOLOGY &
HUMAN RESOURCES**
OFFICE OF EDUCATIONAL TECHNOLOGY



Guidelines and Resources for Internet Safety in Schools

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Foreword

Today's students will be the first generation to use the Internet for their entire lives. This unprecedented access to resources will enhance their learning, research, communications, explorations for new ideas, and expressions of creativity. Unfortunately, this remarkable resource has become susceptible to abuse that often targets young people.

The Virginia Department of Education is committed to helping school divisions develop and implement Internet safety policies and programs, as directed by HB58. This document, *Guidelines and Resources for Internet Safety in Schools*, provides a starting point as divisions add required Internet safety components to their acceptable use policies. The legislation also compels divisions to integrate Internet safety into their curricula. While the document offers recommendations, specific curricular details are left to the discretion of school systems.

The Department developed these guidelines with input from individuals and organizations throughout the Commonwealth and beyond. It represents the knowledge and perspectives of educators; researchers; law enforcement officials; local, state, and federal representatives; and independent nonprofit organizations. The Department will periodically disseminate additional information and resources, beginning with a fall 2006 document that demonstrates how Internet safety issues can be integrated with the Standards of Learning.

As educators, perhaps our greatest priority is to protect the students. In terms of online safety, the ever-changing nature of the Internet makes this objective a constantly moving target. Although the task is daunting, we must stay ahead of the curve in detecting and reporting Internet threats and predators. Instructors need to be well-informed about the latest computer threats and integrate Internet safety into their curricula throughout the school year. Administrators should keep staff and community members apprised of new developments. They also need to evaluate the Internet safety program's quality and effectiveness and make regular adjustments and revisions.

As you develop and later evaluate Internet safety policies and programs, I encourage you to share best practices and successes with the Department's Office of Educational Technology. Questions about *Guidelines and Resources for Internet Safety in Schools* also should be directed to the office at 804-225-2855.

The Internet's potential is limitless and still largely untapped. Within the next 10 years, it will change education in ways we never could have imagined. My goal is for the Commonwealth of Virginia to remain a national leader in educational technology by pioneering cutting-edge uses of the Internet while ensuring the safety of each student.

Billy K. Cannaday, Jr.
Superintendent of Public Instruction



Introduction

Few would argue that the Internet has had a profound influence on education, including an unprecedented access to resources, opportunities for collaboration across geographic and temporal barriers, and engagement in global communities. Current research suggests this impact may extend to student academic achievement. In a recent study of low-income students, Linda Jackson and her colleagues at Michigan State University found that increased Internet use correlates with higher standardized reading-achievement scores and grade-point averages.¹

The high-speed Internet has made the Web much more interactive, with communication possibilities expanded beyond the written word. While young people tend to adopt new technologies more quickly than adults, many do not have the experience or knowledge to understand the potential risks. Parents, educators, and community members must encourage students to take advantage of the Internet's benefits while reducing its risks.

All Virginia school divisions currently have Internet acceptable use policies and employ filtering software. These policies and filters are necessary but cannot prevent all risks to students. Since Internet threats change constantly, schools and divisions must take additional steps to safeguard students.

The Virginia Department of Education has published *Guidelines and Resources for Internet Safety in Schools* to assist school divisions in three areas: (1) writing an Internet safety component as part of the acceptable use policy, (2) integrating Internet safety into the curriculum, and (3) fostering responsibility among all stakeholders to help protect young people from online dangers. This document also will explain the meanings of new terms commonly used in cyberspace. Words italicized in the text are explained in more detail in the Appendix E glossary.

¹L. A. Jackson, A. von Eye, F. A. Biocca, G. Barbatsis, Y. Zhao, and H. E. Fitzgerald, "Does home Internet use influence the academic performance of low-income children?" *Developmental Psychology*, 42(3):1-7 (2006).



Legislation

The Virginia General Assembly proactively has promoted the Internet's instructional benefits while protecting students from its risks. In 2000, a state law required school divisions to develop acceptable use policies, which provide Internet guidelines for students and teachers. The following year, state and federal laws authorized the installation of filtering software to prevent students from accessing potentially harmful material.

House Bill 58, introduced by Delegate William H. Fralin, Jr., and passed by the 2006 General Assembly, requires that school divisions' acceptable use policies "include a component on Internet safety for students that is integrated in a division's instructional program." The legislation also requires the Superintendent of Public Instruction to issue guidelines to school divisions regarding instructional programs related to Internet safety. For the new legislation, see the italicized sections in Section A of Appendix A.² The acting superintendent of public instruction issued a memorandum regarding the legislation and requirements (see Appendix B).³

The revised policy must comply with current federal, state, and local laws relating to Internet safety:

- **Acceptable Use Policies (AUP) for Public and Private Schools (*Code of Virginia § 22.1-70.2*).** This law reflects the circumstances unique to the school or division and the electronic system used; it clearly defines responsible use of information networks.
- **Family Involvement in Technology (FIT) Program (*Code of Virginia § 22.1-212.2:3*).** This program promotes parental and family involvement in children's education, including increased and appropriate supervision of children using the Internet.
- **Children's Internet Protection Act (CIPA).** Congress enacted this law in December 2000 to address offensive Internet content on school and library computers. It imposes specific requirements on any school or library that receives funding support for Internet access or internal connections from the E-Rate Program.⁴

²The text of the legislation also is available at <http://leg1.state.va.us/cgi-bin/legp504.exe?ses=061&typ=bil&val=hb58> [12 August 2006]

³A copy of the memorandum also is available at <http://www.doe.virginia.gov/VDOE/suptsmemos/2006/adm015.html> [12 August 2006]

⁴Visit www.fcc.gov/cgb/consumerfacts/cipa.html for additional information on CIPA.

When *Guidelines and Resources for Internet Safety in Schools* went to press, the Deleting Online Predators Act of 2006 (DOPA) was pending in Congress. The stated purpose of DOPA is to “amend the Communications Act of 1934 to require recipients of universal service support for schools and libraries to protect minors from commercial social networking websites and chat rooms.”⁵

All new federal legislation related to Internet safety may be accessed through the Library of Congress’s *THOMAS* site at <http://thomas.loc.gov/> or Cornell’s *U.S. Code Collection: Education* at www4.law.cornell.edu/uscode/html/uscode20/.

State legislation may be searched via the Virginia General Assembly’s *Legislative Information System* at <http://leg1.state.va.us/061/lis.htm>.

⁵An overview of this law may be found at the *Tech Law Journal* at www.techlawjournal.com/cong109/bills/house/hr5319/hr5319ih.asp.



Issues School Divisions Must Address

As stated in the 2006 legislation, each Virginia school division must add a comprehensive Internet safety component to its acceptable use policy. The division should review its existing acceptable use policy carefully to determine if the Internet safety component will affect other sections. The division then will draft and submit the revised policy to the state Department of Education, which will review the program for compliance.

Although the various Internet safety programs across the state will share some common elements, each division should examine its resources and requirements closely and fashion an appropriate plan that includes the following:

- Integration of Internet safety into the K-12 curriculum and instruction
- Defined roles and responsibilities for the school board; administrators (central office and building); teachers; counselors; instructional technology resource teachers; library media specialists; building resource officers; technology coordinators; students; and community stakeholders, including but not limited to parents, caregivers, public library staff, after-school and off-campus program instructors, and local law enforcement officials
- Safety measures, including any that already exist
- Data and network security plan
- Procedures to address breaches of Internet security and protect students' safety
- Process for annually reviewing, evaluating, and revising the program
- Professional development opportunities for staff across the division
- Outreach programs for community stakeholders

In revising acceptable use policies, divisions will confront three major issues regarding appropriate and effective Internet use—safety, security, and ethics. Since the existing policies already address Internet ethics, the guidelines in this document focus primarily on safety and security topics.

- **The Internet as a valuable tool.** Like any other tool, the Internet can be misused or dangerous in certain circumstances. Students must learn how to use the Internet safely and effectively.

- **Personal safety on the Internet.** Students must understand that people are not always who they say they are. They should never give out personal information without an adult's permission, especially if it conveys where they can be found at a particular time. They should understand that predators are always present on the Internet. Students should recognize the various forms of *cyberbullying* and know what steps to take if confronted with that behavior.
- **Information on the Internet.** Students and their families should discuss how to identify acceptable sites to visit and what to do if an inappropriate site is accessed. Students should be informed about various Web advertising techniques and realize that not all sites provide truthful information.
- **Activities on the Internet.** Likewise, students and their families should discuss acceptable *social networking* and communication methods and the appropriate steps to take when encountering a problem. Students should know the potential dangers of e-mailing, gaming, downloading files, and *peer-to-peer computing* (e.g., *viruses*, legal issues, harassment, sexual predators, *identity theft*).

Each school division should outline options for presenting Internet safety instruction to students. A pilot of the instruction program, coupled with a review of related materials, is recommended prior to divisionwide implementation. The division needs to develop an evaluation component that continually examines the program's effectiveness and recommends revisions.

A frequently overlooked element is school and community support for the acceptable use policy. All stakeholders—division staff and community members—need accurate up-to-date facts. This document is organized by stakeholder group to help divisions define each role clearly.

In addition, all school personnel should keep abreast of constantly changing Internet safety information and communicate regularly on the topic. Some Internet threats, such as bullies and sexual predators, exist in the community as well. As a result, administrators, counselors, and resource officers previously have confronted some of the problems now emerging on the Internet. Division and school personnel also should tap into community resources, such as law enforcement agencies and technology companies that can lend their own expertise.

While devising the revised policy, remember that students may not recognize virtual-life safety issues as readily as real-life safety issues. Virtual-life risks often are invisible, unsolicited, and instant. The division should educate students to recognize potential illegal activities and outline a clear process for reporting problems.

As work commences on the Internet safety component, divisions should refer regularly to the guidelines in this document, the Department of Education's *Acceptable Use Policies*:

A Handbook (www.doe.virginia.gov/VDOE/Technology/AUP/home.shtml), and existing national Internet safety resources (see Appendix D).

Some divisions already have existing Internet safety programs but should consider expanding them to cover all components recommended in these guidelines. In particular, Internet safety instruction should involve all teachers and be integrated into the curricula.

Integrating Internet Safety into Curriculum Content Instruction

The 2006 legislation requires divisions to integrate the new Internet safety component within the curriculum. School divisions need to design the program specifically to each grade level. Students should learn about Internet safety from kindergarten through high school graduation, acquiring new skills each year while being reminded of previous lessons. All instructors, not just library media specialists or computer-lab teachers, should teach Internet safety and take every opportunity to warn of potential dangers and model safe and appropriate Internet use.

Some Standards of Learning blend naturally with Internet safety lessons. Appendix C lists the Standards of Learning for Computer/Technology that address both Internet safety and ethics issues. In the future, the state Department of Education will publish supplemental resources that illustrate how Internet safety lessons can be integrated into core curricular Standards of Learning, library and information literacy, and career and technical education courses.

Teachers also can use technology to stress core issues or help students improve essential skills. For instance, when students are creating a project using digital images, a teacher can use this opportunity to demonstrate how easily images can be manipulated and posted to a Web site. As another example, a classroom puppet show could underscore how an unseen person pretends to be someone else—just as some people take on different persona in chat rooms. Students researching online should always try to ascertain the author or host of a Web site and understand that personal and political agendas can influence the information. An interesting student assignment might be to compare how different Web sites present information on the same topic.

In Appendix D, “Student Instruction: Lesson Plans/Curricula” includes examples of Internet safety integrated into curricula; some suggest specific activities for appropriate grade levels. Instructional technology resource teachers can incorporate some of these into professional development or training programs for classroom teachers and library media specialists. Appendix D also includes resources and activities for students, parents, teachers, counselors, library media specialists, resource officers, and administrators. The list is not comprehensive but provides a starting point for locating Internet safety resources.



What Students Need to Know

The Internet is a powerful tool that should be used wisely.

- The Internet allows students access to a vast library of previously unavailable resources.
- The Internet enables students to communicate with people around the world.
- The Internet provides a creative outlet for students skilled in writing, art, music, science, mathematics, and other topics.

Clicky's Web World: What You Can Do on the Web (NetSmartzKids)

<http://www.netsmartzkids.org/activities/clwebworld/clwhat2do.htm>

Safe Teens (SafeTeens)

<http://www.safeteens.com/>

See Appendix D for additional resources.



Students need to know that not all Internet information is valid or appropriate.

- Sexually explicit material or violent images can affect students negatively.
- Sexual predators will try to convince students to trust them.
- Internet information may promote negative attitudes, such as hate or intolerance, and dangerous or illegal activities, such as self-injuring behavior, gambling, and illegal drug use.

Students should be taught specifically how to maximize the Internet's potential while protecting themselves from potential abuse.

Get Your Web License (PBS KIDS)

<http://pbskids.org/license/>

Tips by Teens for Teens (GetNetWise)

<http://kids.getnetwise.org/safetyguide/teens>

See Appendix D for additional resources.



- The critical-thinking skills students learn in the classroom, library, and lab should be applied to Internet resources and Web searching.
- Students need to know what to do and who to ask for help when they encounter a person or site on the Internet that is offensive or threatening to them.
- Students and adults are required by law to report illegal Internet communications and activities to Internet Service Providers and local law enforcement authorities (see Appendix D for applicable Virginia laws).

Internet messages and the people who send them are not always what or who they seem.

- People in *chat rooms*, *instant message* “buddies,” or those who visit a *blog* may not be who they appear to be. Students should learn to recognize when someone is potentially dangerous.
- Students need to realize when an Internet encounter may be questionable and how to protect themselves when this occurs.
- E-mail can cause *malicious code*-infection problems for a computer or network. Students should not open e-mail or attachments from unknown sources.
- Students need to know which information is safe to share with others online, which should never be shared, and why sharing it could put them at risk.
- Students never should reveal online any information about where they live or attend school.
- Students need to be aware their electronic messages, even those with known friends, can leave *electronic footprints* that can be misused by others.

iKeepSafe Internet Safety Coalition

http://ikeepsafe.org/iksc_statemessage/state.php?abbr=VA

Don't Believe the Type: Surf Safer (Cybertipline)

<http://tcs.cybertipline.com/surfsafer.htm>

See Appendix D for additional resources.

Predators and cyberbullies anonymously use the Internet to manipulate students. Students must learn how to avoid dangerous situations and get adult help.

- Sexual predators deceive students by pretending to be students themselves. They sometimes lure young people into a false sense of security or blind trust and try to alienate them from their families. Students need to learn about these types of psychological ploys and how to get immediate adult help.
- Bullies use Internet tools, such as *instant messaging* and the Web, to harass or spread false rumors about students. Students need to know how to seek proper help in these potentially dangerous situations.
- Students need to know that posting personal information and pictures can allow predators to contact and begin *grooming* them for illegal meetings and actions. Personal photos can be easily misused or altered when posted on the Internet.

Problem Solver: Cyberbullies (McGruff)

<http://www.mcgruff.org/ProblemSolver/cyberbully.htm>

Internet Super Heroes: Cyberbullying (use pull-down menus at bottom) (WiredSafety)

<http://www.internetsuperheroes.org/cyberbullying/index.html>

See Appendix D for additional resources.

Internet activities, such as playing games and downloading music or video files, can be enjoyable. Students need to know which activities are safe and legal.

- *Gaming* sites can attract sexual predators and/or *cyberbullies*.
- Some games may contain pornographic and/or violent images. Students need to talk with parents about what is acceptable.
- Students need to know how to detect whether a specific file download is legal and/or free of *malicious code*.

10 Tips for Dealing with Griefer (gaming bullies) (Microsoft)

<http://www.microsoft.com/athome/security/children/griefers.msp>

The 411: File Sharing (StaySafe)

<http://www.staysafe.org/teens/411/filessharing.html>

See Appendix D for additional resources.





What Parents, Grandparents, and Caregivers Need to Know

The Internet is a valuable learning, communication, and entertainment provider. A child's Internet use should be based on age and the family's needs and values.

- The Internet can help with research and homework.
- The Internet can facilitate easy communications with family members and friends.
- Although the Internet can be educational and entertaining, children should spend time offline.
- Appropriate Internet activities for children should be age related. Teenage activities may not be appropriate for a young child.

Online Safety Guide (click on age-level tips on left side of screen) (GetNetWise)

<http://kids.getnetwise.org/safetyguide/>

Parenting Online (WiredKids)

<http://wiredkids.org/resources/documents/pdf/parentingonline.pdf>

See Appendix D for additional resources.



Parents must understand potential Internet dangers and prepare their children, just as they prepare them for going to the playground or crossing the street.

Internet Safety: Information for Parents (WiredSafety)

<http://www.wiredsafety.org/parent.html>

Online Predators: What You Can Do to Minimize the Risk (Microsoft)

<http://www.microsoft.com/athome/security/children/kidpred.msp>

See Appendix D for additional resources.



- The Internet contains inappropriate information for children, such as pornography, hate literature, aggressive advertising, and violent images.
- Internet communication often is anonymous, especially in *chat rooms* or *blogs*. A sexual predator may pose as a friend to lure a child away from his or her family's protection. *Cyberbullies* may target a child for harassment.

- Using e-mail or downloading files can lead to *viruses* or hidden *spyware*, which endanger a family's privacy and computer.
- Information provided over the Internet—by children and adults—can be used for *identity theft*.

Parents can provide the best protection for their children and help reinforce the principles learned in the classroom. Families should reach agreements about acceptable Internet activity and content.

- Parents should read about and know how to respond to Internet risks. They can stay informed by signing up for a family Internet safety newsletter (see “Newsletters” in Appendix D) and working directly with their school divisions.
- Parents should talk with their children about safe and appropriate Web sites and activities.
- Children should be encouraged to report anything they feel uneasy about. If parents overreact, children will be less likely to confide in them the next time.
- The family should create rules about what children can and cannot do while online. Posting the agreements near the computer will ensure children see them often.

The Children’s Partnership: The Parents’ Guide to the Information SuperHighway

http://www.childrenspartnership.org/AM/Template.cfm?Section=Speeches_and_Presentations&CONTENTID=4687&TEMPLATE=/CM/HTMLDisplay.cfm

staysafe.org for Parents

<http://www.msn.staysafeonline.com/parents/default.html>

See Appendix D for additional resources.



Monitoring is crucial. Parents should know where their children go online, how long they stay there, and the warning signs that something is wrong.

- Parents should place computers in family areas as opposed to bedrooms; however, they need to realize that *instant messaging* devices, cell phones, and *wireless computers* may allow children to get online anywhere.
- When young children first begin going online, parents should work closely with them and talk about Internet safety at an early age.
- Parents should *bookmark* suitable sites and check back regularly to ensure that the content of those sites has not changed and that harmful sites have not been bookmarked.
- *Filters* are helpful but not fail proof. Parents need to know about *circumventor sites*, which allow users to get around *filtering* software controls.
- Parents should seek training to learn different methods of *monitoring* their children’s Internet use. They continually need to employ up-to-date techniques and software to track where their children go online.
- Parents should be aware that some sites have age restrictions that children may ignore or not realize.

- Parents should follow where their children go on the Internet just as they would watch them in a large public area. They need to check regularly the *history* and *bookmarks* or *favorites* on all computers in the house.
- Parents should recognize the warning signs of when a child might be in trouble, doing something they should not be doing, or spending too much time on the Internet. They should know how to report a problem to their Internet Service Provider and local law enforcement officials.
- Some Internet activities are not only dangerous but illegal. Parents should be aware of relevant laws.

Filter Review (National Coalition for the Protection of Children and Families)

<http://www.filterreview.com/index.htm>

Cybertipline (National Center for Missing and Exploited Children)

<http://www.cybertipline.com/>

See Appendix D for additional resources.





What Teachers, Instructional Technology Resource Teachers, Library Media Specialists, Counselors, and Resource Officers Need to Know

Classroom Internet use can be exciting, rewarding, and challenging. Students' Internet use should be tailored to their ages.

- Teachers should create age-appropriate activities for students.
- Students' varying developmental stages and Internet skills will produce different issues and problems for each age group.
- Educators should maintain open communication with parents about students' academic Internet use—in guided classroom settings and independently.

A Parent's Guide to Online Safety: Ages and Stages (Microsoft)

<http://www.microsoft.com/athome/security/children/parentsguide.mspix>

Online Risks (NetSmartz)

<http://www.netsmartz.org/safety/risks.htm>

See Appendix D for additional resources.



Monitoring is crucial.

- *Filters* are not fail proof. Teachers and librarians must watch where students go on the Internet—just as they would keep an eye on them during a field trip. Computer labs may be configured to assist with this supervision.
- Students should not be allowed to wander aimlessly on the Internet. Teachers must provide an academic purpose before allowing students to go online.
- Teachers need to acquaint themselves with new tools that allow students to visit protected sites. As much as possible, they should go into *history* and examine the pages students have viewed.
- Classroom and library rules must comply with the division's acceptable use policy regarding the steps students should take after accidentally accessing an inappropriate site.
- Technical staff need to utilize the division's network tracking controls and study the generated reports, which may identify patterns of inappropriate use.

Dangers Kids Face Online (McGruff)

http://www.mcgruff.org/Grownups/is_issues.htm

How To (staysafe.org)

http://www.msn.staysafeonline.com/toolbox/how_to/index.html

See Appendix D for additional resources.



- Teachers need to keep up-to-date on Internet safety issues and provide accurate, timely information to students.

Student technological interactions in the virtual world can be negative and spill over into the real world.

- Educators need to learn about *cyberbullying*, recognize the signs of a bullied student, and know what to do about it.
- Students must be taught which types of personal information are safe to share with others.
- Online and wireless communications—even with known friends or peers—can compromise students’ privacy as technology-savvy predators may eavesdrop.
- Students must understand that people are not always who they claim to be and that Internet information is not always accurate or appropriate.

Cyberbullying (Cyberbullying.org)

<http://www.cyberbullying.org/>

Social Networking and Schools (Childnet International)

<http://www.childnet-int.org/blogsafety/teachers.html>

See Appendix D for additional resources.



Exchanging information with others is a great way to use the Internet but also possesses inherent dangers.

Risks by Technology: Email (GetNetWise)

<http://kids.getnetwise.org/safetyguide/technology/email>

Young People, Music & the Internet (P2P) (Childnet International)

<http://www.childnet-int.org/music/parents.html>

See Appendix D for additional resources.



- Educators must know and enforce school policies on exchanging or downloading files.
- School staff should be alerted continually about potential e-mail dangers and learn how to recognize the problem signs.
- Online journals and *blogs*, even when password-protected, may reveal more personal information than a student intends. Technology-savvy predators can circumvent many safeguards offered by journal and *blogging* sites.
- Educators should check the age appropriateness of any *social-networking* sites that students visit.

Students need to hear the rules often.

- Teachers should establish and post rules for safe Internet use near computers in classrooms, libraries, and labs. Students should be reminded regularly that the rules are intended to ensure their safety.
- Teachers should go over the rules with students periodically. As a result, the students—even when excited or upset—will be more likely to remember the rules.
- Students and their parents should know the consequences of disobeying the rules. Educators must keep the lines of communication open with students and parents.
- Schools must be consistent and fair in enforcing classroom rules and the division's acceptable use policy.

Kids' Rules for Online Safety (SafeKids.com)

<http://www.safekids.com/kidsrules.htm>

Common Sense Rules Can Protect Kids on the Net (SafeKids)

<http://www.safekids.com/commonsense.htm>



**See Appendix D for additional
resources.**



What School Administrators Need to Know

School administrators should play key roles in developing and implementing a division policy that protects children on the Internet. They ultimately must enforce the division's acceptable use policy and Technology Standards for Instructional Personnel (TSIP) and understand the information needs of all stakeholders: teachers, instructional technology resource teachers, technology personnel, library media specialists, counselors, principals, resource officers, parents, local law enforcement agencies, and civic organizations.

Administrators must oversee all aspects of the Internet safety program.

- Review annually the division's technology infrastructure with appropriate technology staff, making improvements as needed.
- Monitor the quality and effectiveness of Internet safety information presented to the respective stakeholder groups.
- Incorporate Internet safety into the division's professional development plans and community outreach programs.
- Schedule continuing professional development to keep educators aware of the most recent Internet safety developments.

The Internet is invaluable, educationally and administratively; however, as with all tools, it can be misused and dangerous. In addition, the Internet constantly changes.

- Administrators should understand the Internet's educational advantages and how it is used throughout the division.
- Administrators must understand the potential risks of using the (1) Internet for instruction and (2) technology networks for data collection, storage, and communication.
- Administrators should stay up-to-date with new developments in capabilities, vulnerabilities, and legal issues related to the Internet and school responsibilities.
- Schools should appoint a staff member—a security officer or other appropriate person—to make sure this policy is implemented.

As with any system, the division must have clear and effective policies and procedures in place to protect students and help prevent misuse of the system. In addition, policies and procedures must be in place for crisis management.

- A systematic review of policies and procedures needs to be carried out at least yearly.
- Since risks cannot be completely eliminated, the division should be prepared to handle a crisis.

- *Filters* are helpful but not fail proof. As students become more experienced, they may use *circumventor sites* to get around *filtering* software controls.
- Funding for security and safety technology should be anticipated and planned.

Communication among all stakeholders is imperative for safety and security policies to be effective. Although a school's legal responsibility does not extend to home Internet use, school leaders can help prevent tragic situations by ensuring parents and students are well-informed.

- Administrators should inform parents regularly about new Internet safety information.
- Students and parents must know the policies and the consequences associated with violations.
- Professional development on Internet safety must be a high priority.
- Funding needs to be budgeted regularly for better communication and training, which must be evaluated for its effectiveness.
- The acceptable use policy's Internet safety component should clearly emphasize that protecting children is a high priority.

Cyber Security for the Digital District

<http://securedistrict.cosn.org/index.html>

Internet Safety Policies and CIPA: An E-Rate Primer for Schools and Libraries

http://www.e-ratecentral.com/CIPA/cipa_policy_primer.pdf

See Appendix D for additional resources.





What School Boards Need to Know

Each school board must review and approve its division's revised acceptable use policy and implementation plan as presented by the superintendent. The board must ensure the policy complies with current federal, state, and local laws relating to Internet safety.

The Internet is invaluable, educationally and administratively; however, as with all tools, it can be misused and dangerous. In addition, the Internet constantly changes.

- The board should understand the Internet's educational advantages and how it is used in the division.
- The board must understand the potential risks of using the (1) Internet for instruction and (2) technology networks for data collection, storage, and communication.
- Board members should stay up-to-date with new developments in capabilities, vulnerabilities, and legal issues related to the Internet and school responsibilities.

As with any system, the division must have clear and effective policies and procedures to protect students and prevent misuse. Policies and procedures also must be in place for crisis management.

- A systematic review of policies and procedures needs to be carried out at least yearly.
- Since risks cannot be completely eliminated, the division should be prepared to handle a crisis.
- Funding for security and safety technology should be anticipated and planned.

Communication among all stakeholders is imperative for safety and security policies to be effective. Although school legal responsibility may not extend to home Internet use, school staff can help prevent tragic situations by ensuring parents and students are well-informed.

- Providing information to parents should be a priority.
- Students and parents must know the policies and the consequences associated with violations.
- Professional development for all educators on Internet safety should be a high priority.
- Funding needs to be budgeted regularly for better communication and training, which must be evaluated for its effectiveness.

National School Boards Association Technology Page

<http://www.nsba.org/site/page.asp?TRACKID=&CID=397&DID=8638>

See also:

<http://www.nsba.org/site/page.asp?TRACKID=&CID=394&DID=8635>.

Education Law Organization

<http://www.educationlaw.org/>

Virginia Department of Criminal Justice Services: Virginia Center for School Safety

<http://www.dcjs.virginia.gov/vcss/>

Family Internet Safety (Attorney General of Virginia)

http://www.oag.state.va.us/KEY_ISSUES/FAMILY_INTERNET/index.html

See Appendix D for additional resources.



CHAPTER 52

An Act to amend and reenact § 22.1-70.2 of the Code of Virginia, relating to Internet safety instruction in schools.

[H 58]

Approved March 7, 2006

Be it enacted by the General Assembly of Virginia:

1. That § 22.1-70.2 of the Code of Virginia is amended and reenacted as follows:

§ 22.1-70.2. Acceptable Internet use policies for public and private schools.

A. Every two years, each division superintendent shall file with the Superintendent of Public Instruction an acceptable use policy, approved by the local school board, for the international network of computer systems commonly known as the Internet. At a minimum, the policy shall contain provisions that (i) are designed to prohibit use by division employees and students of the division's computer equipment and communications services for sending, receiving, viewing, or downloading illegal material via the Internet; (ii) seek to prevent access by students to material that the school division deems to be harmful to juveniles as defined in § 18.2-390; (iii) select a technology for the division's computers having Internet access to filter or block Internet access through such computers to child pornography as set out in § 18.2-374.1:1 and obscenity as defined in § 18.2-372; (iv) establish appropriate measures to be taken against persons who violate the policy; and (v) *include a component on Internet safety for students that is integrated in a division's instructional program*. The policy may include such other terms, conditions, and requirements as deemed appropriate, such as requiring written parental authorization for Internet use by juveniles or differentiating acceptable uses among elementary, middle, and high school students.

B. The superintendent shall take such steps as he deems appropriate to implement and enforce the division's policy.

C. On or before December 1, 2000, and biennially thereafter, the Superintendent of Public Instruction shall submit a report to the Chairmen of the House Committee on Education, the House Committee on Science and Technology, and the Senate Committee on Education and Health which summarizes the acceptable use policies filed with the Superintendent pursuant to this section and the status thereof.

D. In addition to the foregoing requirements regarding public school Internet use policies, the principal or other chief administrator of any private school that satisfies the compulsory school attendance law pursuant to § 22.1-254 and accepts federal funds for Internet access shall select a technology for its computers having Internet access to filter or block Internet access through such computers to child pornography as set out in § 18.2-374.1:1 and obscenity as defined in § 18.2-372.

E. The Superintendent of Public Instruction shall issue guidelines to school divisions regarding instructional programs related to Internet safety.

2. That, within 45 days of the enactment of this act, the Superintendent of Public Instruction shall issue a superintendent's memorandum advising school divisions of the provisions in this act and encourage cooperation with local law-enforcement agencies in its implementation.



Appendix B

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VIRGINIA 23218-2120

SUPTS. MEMO NO.15
April 21, 2006

ADMINISTRATIVE

TO: Division Superintendents

FROM: Patricia I. Wright
Acting Superintendent of Public Instruction

SUBJECT: Internet Safety Instruction in Schools

Legislation approved by the 2006 General Assembly and signed by Governor Kaine adds a requirement to the acceptable Internet use policies developed by the division superintendents that such policies include a component on Internet safety for students. This legislation can be found at the following address:

<http://leg1.state.va.us/cgi-bin/legp504.exe?061+ful+CHAP0052+pdf>

The Internet safety component must be integrated within a division's instructional program. This legislation also requires the Superintendent of Public Instruction to issue guidelines to school divisions regarding instructional programs related to Internet safety.

The purpose of this memorandum is to communicate to you the provisions of this important piece of legislation and to encourage you to share with this department any well-established resources used by your division to ensure the safe use of the Internet by students in your schools. Since the department is currently in the early stages of drafting guidelines related to this legislation, this is an opportune time to gather resource information from school divisions for inclusion in the guidelines. It is the department's intent to draft guidelines over the summer for release prior to the beginning of the 2006-2007 school year.

Should you have information that you would like to have considered during guideline development, please provide the following to the department:

- ✓ A brief description of the Internet safety program currently used within the division and the length of time that the program has been in place.
- ✓ All applicable public Web site addresses where such information is available.

Please send all information no later than May 26, 2006, to Charlie Makela, School Library Media Programs & Research Services specialist, at Charlie.Makela@doe.virginia.gov. You may also contact Ms. Makela directly at (804) 786-9412, should you have any questions.

PIW/ADW/fmc



Appendix C

Internet Safety and the Virginia Standards of Learning for Computer/Technology for Grades K-12

Social and Ethical Issues

- C/T K-2.3 The student will practice responsible use of technology systems, information, and software.
- Know the school's rules for using computers.
 - Understand the importance of protecting personal information or passwords.
 - Understand the basic principles of the ownership of ideas.
- C/T K-2.4 The student will use technology responsibly.
- Demonstrate respect for the rights of others while using computers.
 - Understand the responsible use of equipment and resources.
- C/T 3-5.3 The student will demonstrate knowledge of ethical, cultural, and societal issues related to technology.
- Identify how technology has changed society in areas such as communications, transportation, and the economy.
 - Discuss ethical behaviors when using information and technology.
- C/T 3-5.4 The student will practice responsible use of technology systems, information, and software.
- Understand the need for the school division's acceptable use policy.
 - Discuss the rationale of fair use and copyright regulations.
 - Follow rules for personal safety when using the Internet.
- C/T 3-5.5 The student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.
- Work collaboratively when using technology.
 - Practice and communicate respect for people, equipment, and resources.
 - Understand how technology expands opportunities for learning.
- C/T 6-8.3 The student will demonstrate knowledge of ethical, cultural, and societal issues related to technology.
- Demonstrate knowledge of current changes in information technologies.
 - Explain the need for laws and policies to govern technology.
 - Explore career opportunities in technology-related careers.
- C/T 6-8.4 The student will practice responsible use of technology systems, information, and software.
- Demonstrate the correct use of fair use and copyright regulations.
 - Demonstrate compliance with the school division's Acceptable Use Policy and other legal guidelines.
- C/T 6-8.5 The student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.
- Work collaboratively and/or independently when using technology.
 - Practice preventative maintenance of equipment, resources, and facilities.

- Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.

- C/T 9-12.3 The student will demonstrate knowledge of ethical, cultural, and societal issues related to technology.
- Assess the potential of information and technology to address personal and workplace needs.
 - Demonstrate knowledge of electronic crimes such as viruses, pirating, and computer hacking.
 - Explore and participate in online communities, and online learning opportunities.
 - Identify the role that technology will play in future career opportunities.
- C/T 9-12.4 The student will practice responsible use of technology systems, information, and software.
- Adhere to fair use and copyright guidelines.
 - Adhere to the school division's Acceptable Use Policy as well as other state and federal laws.
 - Model respect for intellectual property.
- C/T 9-12.5 The student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.
- Respectfully collaborate with peers, experts, and others to contribute to an electronic community of learning.
 - Model responsible use and respect for equipment, resources, and facilities.



Appendix D

Web-Based Resources on Internet Safety

This appendix lists Web sites related to Internet safety. All Web sites were accurate and online as of 13 August 2006.

Age-Appropriate Guidelines for Internet Use

Be Web Aware by Media Awareness Network (see Safety Tips by Age on left side of screen)

<http://www.bewebaware.ca/english/default.aspx>

- Safety tips by age (left-side menu)

GetNetWise: Online Safety Guide by Internet Education Foundation

<http://kids.getnetwise.org/safetyguide/>

- A parent's perspective and information about online privacy

A Parent's Guide to Online Safety: Ages and Stages by Microsoft

<http://www.microsoft.com/athome/security/children/parentsguide.mspx>

- Guide to how children of different ages use the Internet

Copyright (see Ethics)

Cyberbullying

Be Web Aware: Challenging Cyber Bullying by Media Awareness Network

<http://www.bewebaware.ca/english/CyberBullying.aspx>

- Legal overview, role of Internet service providers, and information for taking action

Cyberbullies by National Crime Prevention Council

<http://www.mcgruff.org/ProblemSolver/cyberbully.htm>

- Tips for avoiding and handling *cyberbullies*

Cyberbullying handouts [untitled] by Bullying.org

http://www.cyberbullying.org/pdf/Cyberbullying_Information.pdf

- Details about *cyberbullying* (Canadian)

OnGuard Online—US CERT Tip: Dealing with Cyberbullies by United States Computer Emergency Readiness Team

<http://www.onguardonline.gov/certtips/st06-005.html>

- Recognition of and protection from *cyberbullies*

STOP cyberbullying by WiredKids

<http://www.stopcyberbullying.org/index2.html>

- Legal overview, prevention, and reporting

Definitions

BeWebAware: Internet 101 by Media Awareness Network

<http://www.bewebaware.ca/english/internet101.aspx>

- Short glossary of Internet terms

Glossary by Symantec

<http://securityresponse.symantec.com/avcenter/refa.html>

- Extensive glossary of computer terms

Internet Definitions by Netsmartz

<http://www.netsmartz.org/safety/definitions.htm>

- Extensive online glossary

The Librarian's Guide to Great Web Sites for Kids by American Library Association

<http://www.ala.org/parents/greatsites/guide.html>

- Definitions of new technologies (end of paper)

OnGuard Online: Glossary by Federal Trade Commission

<http://onguardonline.gov/glossary.html>

- Standard glossary of computer terms

E-mail

BeWebAware: Spam by Media Awareness Network

<http://www.bewebaware.ca/english/spam.aspx>

- Tips for parents regarding *spam*

GetNetWise: Risks by Technology: Email by Internet Education Foundation

<http://kids.getnetwise.org/safetyguide/technology/email>

- Basic overview of *spam* and junk mail

Help Keep Spam Out of Your Inbox by Microsoft

<http://www.microsoft.com/athome/security/email/fightspam.mspx>

- Tips and *filters* for blocking junk mail

OnGuard Online: Spam Scams by Federal Trade Commission

<http://onguardonline.gov/spam.html>

- List of popular scams and recommendations for avoiding problems

Sorted: Keep your information secure online by Childnet International

<http://www.childnet-int.org/sorted/>

- Maintaining student safety and privacy

Ethics

Cyberethics by U.S. Department of Justice, Computer Crime & Intellectual Property Section

<http://www.cybercrime.gov/cyberethics.htm>

- Links to sites about *cybercrime*

RespectCopyrights.org by Motion Picture Association of America

<http://www.respectcopyrights.org/content.html>

- Issues involved with illegal downloads

Filtering

BeWebAware: Get the Most out of the Internet: Technological Tools by Media Awareness Network

- http://www.media-awareness.ca/english/teachers/wa_teachers/safe_passage_teachers/getmost_techtools.cfm
- Checklist for evaluating content-management products and related issues

Filtering and Blocking by WiredKids

- <http://www.wiredkids.org/safesites/filtering.html>
- Information about *filtering*, blocking, and outgoing software

FilterReview.com by National Coalition for the Protection of Children and Families

- <http://www.filterreview.com/index.htm>
- Background for selecting the most appropriate *filters*

“Why Filters Won’t Protect Children or Adults” by Nancy Kranich, *Library Administration and Management* 18(1): 14-18 (published by American Library Association)

- <http://www.ala.org/ala/oif/ifissues/issuesrelatedlinks/whyfilterswontprotect.htm>
- Educating about Internet safety as opposed to using *filters*

Hate Sites

BeWebAware: Violent and Hateful Content by Media Awareness Network

- <http://www.bewebaware.ca/english/violent.aspx>
- Information about violent content, online hate, and what parents should do

WHOIS Search by Network Solutions

- <http://www.networksolutions.com/whois/index.jsp>
- Search engine to determine ownership of domain names

Identity Theft

Help Prevent Identity Theft from Phishing Scams by Microsoft

- <http://www.microsoft.com/athome/security/email/phishingemail.mspx>
- Basic overview of *phishing* scams

Keep Your Identity To Yourself by National Crime Prevention Council

- http://www.ncpc.org/media/Identity_Theft.php
- Free download of *Preventing Identity Theft: A Guide for Consumers*

OnGuard Online: ID Theft by Federal Trade Commission

- <http://onguardonline.gov/idtheft.html>
- Steps to take in case of *identity theft*

Your National Resource about Identity Theft by Federal Trade Commission

- <http://www.consumer.gov/idtheft/>
- Resources about *identity theft*, including printable brochure and PowerPoint slides

Instant Messaging

10 Tips for Safer Instant Messaging by Microsoft

<http://www.microsoft.com/athome/security/online/imsafety.mspx>

- Suggestions for using *instant messaging*

International, National, and State Organizations

ChildNet International Home Page

<http://www.childnet-int.org>

Cyberbullying.org

<http://www.cyberbullying.org/>

Cybercitizenship.org

<http://www.cybercitizenship.org/index.html>

Cyberethics, Cybersafety, Cybersecurity (C3) Institute by University of Maryland, College of Education

<http://www.edtechoutreach.umd.edu/C3Institute/c3resources.html>

Family Internet Safety by Attorney General of Virginia

http://www.oag.state.va.us/KEY_ISSUES/FAMILY_INTERNET/index.html

GetNetWise by Internet Education Foundation

<http://www.getnetwise.com/>

Internet Safety by Polly Klaas Foundation

<http://www.pollyklaas.org/internet-safety/index.html>

i-SAFE by Internet Safety Foundation

<http://www.isafe.org/>

Justice for Kids & Youth by U.S. Department of Justice

<http://www.usdoj.gov/kidspage/>

Kidz Privacy by Federal Trade Commission

<http://www.ftc.gov/bcp/online/edcams/kidzprivacy/index.html>

National Center for Missing & Exploited Children Home Page

<http://www.missingkids.com/>

NetSmartz by National Center for Missing & Exploited Children

<http://www.netsmartz.org/>

OnGuard Online by Federal Trade Commission

<http://onguardonline.gov/index.html>

OnGuard Online: U.S. Computer Emergency Readiness Team by Federal Trade Commission

<http://www.onguardonline.gov/certtips/index.html>

Operation Blue Ridge Thunder by Bedford County Sheriff's Office

<http://www.blueridgethunder.com/default.htm>

ProtectKids.com by Enough Is Enough
<http://www.protectkids.com/>

SafeKids.Com
<http://www.safekids.com/>

Safe Surfin' Foundation Home Page
<http://www.safesurfincentral.org/>

Staysafe.org Home Page
<http://www.msn.staysafeonline.com/>

Virginia Center for School Safety by Virginia Department of Criminal Justice Services
<http://www.dcjs.virginia.gov/vcss/?menuLevel=5>

Web Wise Kids Home Page by Web Wise Kids
<http://www.wiredwithwisdom.org/>

WiredSafety.org by WiredKids (includes *Teenangels*, *WiredSafety*, and *WiredKids*)
<http://www.wiredsafety.org/>

Internet Benefits and Risks

Cybercrime Newsletter by National Association of Attorneys General
<http://naag.org/publications/cybercrime/index.php>

- Online articles about different aspects of *cybercrime*

GetNetWise: What are the Risks for Children Online? by Internet Education Foundation
<http://kids.getnetwise.org/safetyguide/danger/>

- Overview of various Internet risks

Parenting Online by WiredKids
<http://wiredkids.org/parents/parentingonline/index.html>
<http://wiredkids.org/resources/documents/pdf/parentingonline.pdf> (Printable version)
<http://www.wiredkids.org/parents/parentingonline/parentingonline-ES-v1.pdf> (Spanish version)

- Internet positives and negatives, plus tips for avoiding problems

“The Positives and Perils of the Internet: Working Together to Make Your Family’s Online Experience Safe and Fun” by Donna Rice Hughes (*ProtectKids.com*)
http://www.protectkids.com/parentsafety/positive_peril.htm

- Safety tips for parents and children

What Are the Risks by SafeKids.Com
<http://www.safekids.com/risks.htm>

- Brief overview of potential risks

Legal: National

Class Action: Virginia Students and the Law by Attorney General of Virginia
http://www.oag.state.va.us/KEY_ISSUES/CLASS_ACTION/

- Information about computer crimes (material implemented generally by school resource officers)

Education Law Association Home Page

<http://www.educationlaw.org/>

- Developed by educational and legal scholars

Internet Safety Policies and CIPA: An E-Rate Primer for Schools and Libraries by E-Rate Central

http://www.e-ratecentral.com/CIPA/cipa_policy_primer.pdf

- Requirements for federal funding related to the Children's Internet Protection Act (CIPA) and Neighborhood Children's Internet Protection Act (NCIPA)

School Law in Review 2006 by National School Boards Association

https://secure.nsba.org/pubs/item_info.cfm?ID=727

- CD-ROM, available for purchase, including most aspects of education law

School Law: Technology by National School Boards Association

<http://www.nsba.org/site/page.asp?TRACKID=&CID=397&DID=8638>

- Legal technology information, including resources, news, and recent cases

SPAM/Technology Crimes: Computer Crime Unit by Attorney General of Virginia

<http://www.oag.state.va.us/CONSUMER/SPAM/index.html>

- Overview of *cybercrimes* in the Commonwealth of Virginia

THOMAS by Library of Congress

<http://thomas.loc.gov/>

- Web site of Congress, including searchable database of *cybercrime* laws

U.S. Code Collection by Cornell Law School

<http://www4.law.cornell.edu/uscode/html/uscode20/>

- Past and current U.S. Code chapters related to education, including *cybercrime* issues

Virginia Department of Criminal Justice Services by Virginia Center for School Safety

<http://www.dcss.virginia.gov/vcss/>

- Virginia legislative mandates for school safety

Legal: Virginia Laws

Computer fraud

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+18.2-152.3> § 18.2-152.3

Computer invasion of privacy

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+18.2-152.5> § 18.2-152.5

Computer trespass (hacking/cracking)

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+18.2-152.4> § 18.2-152.4

Enhanced penalties for using a computer in certain violations (advertising/producing obscene materials)

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+18.2-376.1> § 18.2-376.1

Harassment by computer (cyberbullying)

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+18.2-152.7C1> § 18.2-152.7:1

Identity theft

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+18.2-186.3> § 18.2-186.3

Personal trespass by computer

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+18.2-152.7> § 18.2-152.7

Possession of child pornography

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+18.2-374.1C1> § 18.2-374.1:1

Production, publication, sale, possession with intent to distribute, financing, etc., of sexually explicit items involving children

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+18.2-374.1> § 18.2-374.1

Property capable of embezzlement (by computer)

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+18.2-152.8> § 18.2-152.8

Theft of computer services (WiFi surfing)

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+18.2-152.6> § 18.2-152.6

Transmission of unsolicited bulk electronic mail (spam)

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+18.2-152.3C1> § 18.2-152.3:1

Use of communications systems to facilitate certain offenses involving children (solicitation)

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+18.2-374.3> § 18.2-374.3

Using a computer to gather identifying information (phishing/pharming)

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+18.2-152.5C1> § 18.2-152.5:1

Newsletters

FamilyTechTalk by Larry Magid and Anne Collier (weekly podcasts)

<http://www.familytechtalk.com/>

GetNetWise-News by GetNetWise

<http://www.getnetwise.com/news/>

i-SAFE Times, i-EDUCATOR Times, and i-PARENT Times by i-SAFE

http://www.isafe.org/channels/sub.php?ch=op&sub_id=4

Microsoft Security Newsletter for Home Users by Microsoft

<http://www.microsoft.com/athome/security/secnews/default.msp>

Net Family News

<http://netfamilynews.org/letterindex4.html>

NetSmartz Bulletin by National Center for Missing & Exploited Children and Boys & Girls Clubs of America

<http://www.netsmartz.org/feedback/bulletin.htm>

OnGuard Online: US-CERT Alerts by Federal Trade Commission

<http://onguardonline.gov/certalerts.html>

Online Games

Ready, Set, Game: Learn How to Keep Video Gaming Safe and Fun by Microsoft

<http://www.microsoft.com/athome/security/children/gamingonline.mspx>

- Tips for parents to help children “play it safe with online games”

“10 Tips for Dealing with Game Cyberbullies and Grievers” on *Ready, Set, Game: Learn How to Keep Video Gaming Safe and Fun* by Microsoft

<http://www.microsoft.com/athome/security/children/griefers.mspx>

- Suggestions for handling *griefers*, who cause trouble for other online game players

Parent/Child Sample Agreements

Family Contract for Online Safety by SafeKids.com

<http://www.safekids.com/contract.htm>

- Kid’s Pledge and Parent’s Pledge

Kids’ Rules for Online Safety by SafeKids.com

<http://www.safekids.com/kidsrules.htm>

- Clear list of commitments

Rules ‘N Tools Youth Pledge by ProtectKids.com

<http://www.protectkids.com/parentsafety/pledge.htm>

- Family Internet safety contract

Using Family Contracts to Help Protect Your Kids Online by Microsoft

<http://www.microsoft.com/athome/security/children/famwebrules.mspx>

- Sample contract for online code of conduct

Web Wise Kids: Internet Safety Plan by WiredWithWisdom

<http://www.wiredwithwisdom.org/internet-safety-plan.pdf>

- Formatted as, “If [blank] happens, I will [blank]”

Peer to Peer (P2P) or File Sharing

OnGuard Online: Peer to Peer File-Sharing by Federal Trade Commission

<http://onguardonline.gov/p2p.html>

- Facts and issues involved with *P2P*

Sorted: File Sharing by ChildNet International

<http://www.childnet-int.org/sorted/filessharing.aspx>

- Information on copyright and other legal issues related to *file sharing*

Young People, Music & the Internet by ChildNet International

<http://www.childnet-int.org/music/>

- Information and frequently asked questions for parents and young people

Predators (Including Information on Luring and Grooming)

“How to recognize ‘grooming’: Teach your kids” by Anne Collier (*BlogSafety* by Tech Parenting Group)

<http://www.blogsafety.com/thread.jspa?threadID=1200000033>

- Tactics and links to other resources

Online Predators: What You Can Do to Minimize the Risk by Microsoft

<http://www.microsoft.com/athome/security/children/kidpred.msp>

- Information on how predators work, tips for parents, and guidelines for children

Predator Tip Sheet by i-SAFE

http://xblock.isafe.org/docs/Eluding_Internet_Predators_Tip_Sheet.pdf

- Tips and reminders for recognizing potential problems

Professional Development

i-LEARN by i-SAFE

<http://ilearn.isafe.org/>

- Free training with online video modules and lesson plans; requires login ID

K-12 Professional Development and Overview Presentation by CyberSmart

<http://www.cybersmart.org/pd/>

http://www.cybersmart.org/info/overview_pres.asp

- Free online course for groups of 25 or more

Reporting Problems

Cyberstalking, Harassment, and Cyberbullying Form by Wired Safety

<https://www.wiredsafety.org/forms/stalking.html>

- Online form for reporting *cyberstalking* and *cyberbullying*

TheCyberTipline by National Center for Missing & Exploited Children

<http://www.cybertipline.com/>

- Reporting mechanism for child sexual exploitation

GetNetWise: Reporting Trouble by Internet Education Foundation

<http://kids.getnetwise.org/trouble/>

<http://onguardonline.gov/filecomplaint.html>

- Identifying, reporting, and educating children about online crimes

Internet Crime Complaint Center by FBI and National White Collar Crime Center

<http://www.ic3.gov/>

- Mechanism for reporting and investigating online crimes

OnGuard Online: File a Complaint by Federal Trade Commission

<http://onguardonline.gov/filecomplaint.html>

- Types of online crimes and who should be notified

Report a CyberCrime by ProtectKids.com

<http://www.protectkids.com/report/index.htm>

- Cyber tipline and links to local FBI offices

Research

Online Victimization: A Report on the Nation's Youth by Center for Missing & Exploited Children

http://www.missingkids.com/missingkids/servlet/ResourceServlet?LanguageCountry=en_US&PageId=869

- Documentation of youth exposure to sexual solicitation, sexual material, and harassment

Safe & Smart: Research and Guidelines for Children's Use of the Internet by National School Boards Foundation

<http://www.nsb.org/safe-smart/index.html>

- Suggestions for using the Internet as a positive force

Statistics: Teen Internet Safety by National Center for Missing & Exploited Children (commissioned by Cox Communications)

<http://www.netsmartz.org/safety/statistics.htm>

- Risks and opportunities of teen Internet use

Study of Entertainment Media & Health: Internet by Kaiser Family Foundation

<http://www.kff.org/entmedia/internet.cfm>

- Two reports: (1) Internet use by young people in grades 3-12 and (2) online food advertising that targets children

Sample School and Division Policies

Andover (Mass.) Public Schools

http://www.aps1.net/Internet%20Safety/internet_safety.htm

- Internet safety Web page

Dedham (Mass.) Schools

http://www.dedham.k12.ma.us/technology/Internet_Safety_Policy.pdf

- Internet safety policy, pertaining primarily to *filtering* and *monitoring*

Geneva (Ohio) Area City Schools

<http://www.genevaschools.org/aup/>

- Acceptable use and Internet safety policy

Henrico County (Va.) Public Schools

http://www.henrico.k12.va.us/pdf/technology/accept_use2005.pdf

<http://www.henrico.k12.va.us/administration/instruction/technology/safety.html>

- Acceptable use and Internet safety policy
- *Internet Safety* Web page

Lake Washington (Wash.) School District

<http://www.lkwash.wednet.edu/lwsd/pdf/InternetSafetyPolicy.pdf>

- Internet safety policy

Montgomery County (Md.) Public Schools

<http://www.mcps.k12.md.us/info/cipa/index.shtm>

- *Using the Internet Safely for Educational Purposes* Web page, including links to Internet safety and acceptable use policies

Portland (Maine) Public Schools

<http://www.portlandschools.org/CTS/documents/posterSAUP.pdf>

- Student acceptable use and internet safety policy

Sites for Educators

Computer Security Resource Center by National Institute of Standards and Technology, Computer Security Division

<http://csrc.nist.gov/>

- Resources on security tools and practices

CSIA Policy Papers by Cyber Security Industry Alliance

https://www.csialliance.org/publications/csia_whitepapers/

- Various issues related to *cybersecurity*, including Talking Points For Cyber Security

Cyberethics for Teachers: A Lesson Plan Outline for Elementary and Middle School Divisions by U.S. Department of Justice

<http://www.cybercrime.gov/rules/lessonplan1.htm>

- Lesson plan that defines and explains how to prevent computer crimes

Cyber Security Basics: Consumers by National Cyber Security Alliance

<http://www.staysafeonline.info/basics/consumers.html>

- Resources to protect the home from cyber threats

Cyber Security Basics: Educators by National Cyber Security Alliance

<http://www.staysafeonline.info/basics/educators.html>

- Resources to help students become better cyber citizens

Cyber Security Basics: Help Keep Kids Connected and Protected by National Cyber Security Alliance

<http://www.staysafeonline.org/connectedandprotected.html>

- Information for educators and parents about *social networking*

Cyber Security for the Digital District by Consortium for School Networking

<http://securedistrict.cosn.org/>

- Security issues superintendents need to know

Cyber Security for the Digital District: Understanding the Issues: The K-12 Technology Context by Consortium for School Networking

<http://securedistrict.cosn.org/admin/issue/context.html>

- Far-ranging paper for district superintendents about various security concerns, including student safety

Cybersecurity by EDUCAUSE

http://www.educause.edu/Browse/645?PARENT_ID=702

- Resources that target primarily higher education, but also useful to K-12 administrators

How to Protect Kids' Privacy Online: A Guide for Teachers by Federal Trade Commission

<http://www.ftc.gov/bcp/online/pubs/online/teachers.pdf>

- Impact of the federal Children's Online Privacy Protection Act on Web site operators and teachers

OnGuard Online: Videos and Tutorials by Federal Trade Commission

<http://onguardonline.gov/tutorials/index.html>

- Practical tips about *cybersecurity*

"ONLINE SAFETY: What the Children's Internet Protection Act has in store for you this fall" by Elliott Levine (*Electronic School*, National School Boards Association)

<http://www.electronic-school.com/2001/09/0901onlinesafety.html>

- Information about developing an Internet safety policy and using *filters*

Play It Cyber Safe by Business Software Alliance

<http://www.playitcybersafe.com/resources/index.cfm>

- Resources for teachers and parents

Safe and Secure? by Scholastic

<http://content.scholastic.com/browse/article.jsp?id=127>

- Steps for determining network security

Safe & Smart: Research and Guidelines for Children's Use of the Internet by National School Boards Foundation

<http://www.nsb.org/safe-smart/index.html>

- Suggestions for using the Internet as a positive force

Safeguarding Your Technology by U.S. Department of Education, National Center for Education Statistics

<http://nces.ed.gov/pubs98/safetech/>

- Guidelines for administrators to secure computer information, software, and equipment

US-CERT: U.S. Computer Emergency Readiness Team

<http://www.uscert.gov/>

- Up-to-date information about threats to *cybersecurity*

Virginia Alliance for Secure Computing and Networking

<http://vascan.org/>

- Targeted for Virginia higher-education IT security experts, but also helpful to K-12 IT security officials

WiredKids: Educators by WiredKids

<http://www.wiredkids.org/educators/index.html>

- Articles for educators, including “Internet Problem Issues for Schools” and “Teacher Safety”

Sites for Kids

Are You a Safe Cybersurfer? by Federal Trade Commission

<http://www.ftc.gov/bcp/online/edcams/infosecurity/forkids.html>

- Online quiz for kids, with printable stickers, posters, and *bookmarks*

Copyright Kids! by Copyright Society of the U.S.A.

<http://www.copyrightkids.org/>

- Information for students, parents, and children about copyright

Cyberethics for Kids by U.S. Department of Justice

<http://www.cybercrime.gov/rules/kidinternet.htm>

- Rules for using the Internet and information about hacking

CyberSpacers sponsored by U.S. Department of Justice, Dell, and Information Technology Association of America

<http://www.cyberspacers.com/>

- Games, comics, and celebrity interviews focusing on cyberethics issues

Cybertreehouse by Business Software Alliance

<http://www.cybertreehouse.com/>

- Information about cyberethics

FauxPaw the Techno Cat by iKeepSafe Coalition

http://ikeepsafe.org/iksc_statemessage/state.php?abbr=VA

- Animated movie and book on the left-side menu relate the adventures of a cat in cyberspace

Get Your Web License by PBS KIDS

<http://pbskids.org/license/>

- Interactive quiz on Internet safety

GetNetWise: Safety Tips for Kids by Internet Education Foundation

<http://kids.getnetwise.org/safetyguide/kids>

- Guidelines for Internet safety

KidzPrivacy: Just for Kidz by Federal Trade Commission

<http://www.ftc.gov/bcp/conline/edcams/kidzprivacy/kidz.htm>

- Information about surfing, privacy, and personal information

NetSmartzKids

<http://www.netsmartzkids.org/indexfl.htm>

- Cartoon characters, games, music videos, and e-cards related to Internet safety

Problem Solver: Stay Safe Online by National Crime Prevention Council

<http://www.mcgruff.org/ProblemSolver/webSafety.htm>

- Rules, pledge, quiz, activities about Internet safety

Safety Tips: Internet Safety by FBI Kids

<http://www.fbi.gov/kids/k5th/safety2.htm>

- Concise overview of cyberethics

Sophia's Safe Surfing Club by WiredKids

http://www.wiredkids.org/ktt_universal/games/sophia/sophie1.html

- Information and quiz regarding Internet safety, including a printable Internet Safe Surfing Permit

staysafe.org for Kids

<http://www.msn.staysafeonline.com/kids/default.html>

- Activities and games about Internet safety and an explanation of a virtual community

Surf Swell Island: Adventures in Internet Safety by Disney

<http://disney.go.com/surfswell/index.html>

- Fun activity site, with many ads

Web Literacy Tips by PBS KIDS

<http://pbskids.org/privacy/literacytips.html>

- Concise, simple language kids can understand

Web Wise Kids: Safety Tips for Kids by WiredWithWisdom

<http://www.wiredwithwisdom.org/internet-safety-tips-kids.pdf>

- Short list of do's and don't's

Sites for Older Kids

Computer Security Awareness Video Contest by EDUCAUSE

<http://www.educause.edu/SecurityVideoContest/7103>

- Online prize-winning videos by college students

Don't Believe the Type by NetSmartz

<http://tcs.cybertipline.com/>

- Links to “Know the Dangers,” including tips for keeping safe with various technologies

GetNetWise: Safety Tips for Teens by Internet Education Foundation

<http://kids.getnetwise.org/safetyguide/teens>

- Guidelines for online communications

Internet Superheroes by WiredKids

<http://www.internetsuperheroes.org/>

- Internet safety/security issues, such as *cyberbullying* and *instant messaging*, using Marvel superheroes

SafeTeens.Com by SafeKids.Com and Internet Safety Project

<http://www.safeteens.com/>

- Common sense advice on newer technologies

staysafe.org for Teens by staysafe.org

<http://www.msn.staysafeonline.com/teens/default.html>

- Straightforward articles about various technologies and how to enjoy the Internet, stay safe, and communicate with parents

Teenangels by WiredSafety

<http://www.teenangels.org/>

- Specially trained teens who spread the word in their schools about Internet safety

X-BLOCK: i-MENTORS by i-SAFE

<http://xblock.isafe.org/imentors.php>

- Free online training for students (grades 5-12) to become i-MENTORS and promote Internet safety at school

Sites for Parents

Cyber Security Basics: Consumers by National Cyber Security Alliance

<http://www.staysafeonline.info/basics/consumers.html>

- Resources related to Internet security

Cyber Security Basics: Family & Children by National Cyber Security Alliance

<http://www.staysafeonline.info/basics/family.html>

- Resources for parents to protect children

Cyber Security Basics: Help Keep Kids Connected and Protected by National Cyber Security Alliance

<http://staysafeonline.org/connectedandprotected.html>

- Guide for educators, parents, and guardians regarding *social networking* sites

Don't Believe the Type: For Parents and Guardians by NetSmartz

<http://tcs.cybertipline.com/parentsguardians.htm>

- Tips for parents to keep their teens safe

GetNetWise: Safety Tips for Families by Internet Education Foundation

<http://kids.getnetwise.org/safetyguide/families>

- Guidelines for protecting children

How to Protect Kids' Privacy Online by Federal Trade Commission

<http://www.ftc.gov/bcp/online/pubs/online/kidsprivacy.pdf>

- Impact of the federal Children's Online Privacy Protection Act on Web site operators and parents

Internet Safety: Information for Parents by WiredKids

<http://www.wiredsafety.org/parent.html>

- Frequently asked questions by parents, including many related to new technologies

i-PARENT by i-SAFE

<http://ilearn.isafe.org/>

- Free online training modules help parents protect their children

Keeping Children Safe Online by U.S. Computer Emergency Response Team

<http://www.us-cert.gov/cas/tips/ST05-002.html>

- Suggestions for parents to protect their children online

Keeping Your Kids Internet Safe and Smart: A Survival Guide for Parents by Common Sense Media

<http://www.common sense.com/download/index.php>

- Free downloadable booklet and weekly e-mail updates

"My Turn: There's One More Talk You Need to Have" by Martha Stansell-Gamm (*Newsweek*, September 15, 2003)

<http://www.cybercrime.gov/onemoretalk.htm>

- Short article by the head of the U.S. Department of Justice's Computer Crime and Intellectual Property Section

A Parent's Guide to Internet Safety by FBI

<http://www.fbi.gov/publications/pguide/pguidee.htm>

- Detailed publication, including tips and definitions

A Parent's Guide to Online Kids by The Children's Partnership

http://www.childrenspartnership.org/AM/Template.cfm?Section=Speeches_and_Presentations&CONTENTID=9071&TEMPLATE=/CM/ContentDisplay.cfm

- Online PowerPoint presentation covering various types of Internet access and potential benefits/dangers parents should know

The Parent's Guide to the Information Superhighway: Rules and Tools for Families Online by The Children's Partnership

http://www.childrenspartnership.org/AM/Template.cfm?Section=Speeches_and_Presentations&CONTENTID=4687&TEMPLATE=/CM/HTMLDisplay.cfm

- Downloadable PDF guide, published in 1998 but still provides useful information about children and the Internet

Parent's Rules 'N Tools by ProtectKids.com

<http://www.protectkids.com/parentsafety/index.htm>

- Guidelines for parents to protect their children

Raising CyberSafe Kids by National Crime Prevention Council

<http://www.mcgruff.org/Grownups/is.htm>

- Overview of dangers and how to protect kids

Safe Surfin' Foundation

<http://www.safesurfincentral.org/>

- Resources on educating young people about Internet crimes

Social Networking Sites: A Parent's Guide by Federal Trade Commission

<http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec13.pdf>

- Tips for protecting children

staysafe.org for Parents by staysafe.org

<http://www.msn.staysafeonline.com/parents/default.html>

- Articles explaining newer technologies, communication and safety issues, and practical tips for using software to keep children safe

10 Common Questions about Internet Safety by iKeepSafe.org and Symantec

http://www.ikeepsafe.org/iksc_partners/symantec/

- Free online "Parent's Tech Tutorial"

Web Wise Kids: Tips for Parents by WiredWithWisdom

<http://www.wiredwithwisdom.org/internet-safety-tips-parents.pdf>

- List of recommendations for parents

Web Wise Kids: Wired with Wisdom by WiredWithWisdom(Online or CD course, fee)

<http://www.wiredwithwisdom.org/wiredwithwisdom.asp>

- Tutorial for parents on how to keep their children safe on the Internet; available on CD or downloadable for fee

WiredKids: Parents by WiredKids

<http://www.wiredkids.org/parents/index.html>

- Resources available under "Parent" pull-down menu

Yahooligans! Parents' Guide by Yahoo!

<http://yahooligans.yahoo.com/docs/safety/index.html>

- Safe-surfing guidelines

Yahooligans! Parent's Guide to Internet Rating Systems by Yahoo!

http://yahooligans.yahoo.com/Parents__Guide/Safety_Sites/Rating_Systems/

- Links for parents

Social Networking (Blogs, Personal Web Pages, Chats)

Blogsafety by Childnet International

<http://www.childnet-int.org/blogsafety/>

- Excellent site with advice for all stakeholders

BlogSafety Forum by Tech Parenting Group

<http://www.blogsafety.com/>

- Information for kids, parents, and teachers about how to use *blogs* safely, including acronyms

ChatDanger: How to Keep SAFE While Chatting Online by Childnet International

<http://www.chatdanger.com/>

- *Social networking* true stories

GetNetWise: Chat by Internet Education Foundation

<http://kids.getnetwise.org/safetyguide/technology/chat>

- Suggestions for avoiding problems in *chat rooms*

GetNetWise: Social Networking Sites by Internet Education Foundation
<http://kids.getnetwise.org/safetyguide/technology/socialnetworking>
• Suggestions for parents and children

Social Networking Sites: Safety Tips for Tweens and Teens by Federal Trade Commission
<http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.pdf>
• Tips for socializing safely online

Tips for Safer Chatting by Microsoft
<http://www.microsoft.com/athome/security/online/chatsafety.msp>
• Recommendations for both parents and kids

Student Instruction: Lesson Plans/Curricula

Activities and Lessons by Wired Safety
<http://www.wiredsafety.org/wiredlearning/toc.html>
• New site with great lessons

Curriculum Scope by CyberSmart Education Company
http://www.cybersmartcurriculum.org/curr_over/
• 65 lesson plans—arranged by age level and subtopic (safety, manners, advertising, research and technology)—with individual lessons (under “Lesson Plans and Activity Sheets”) and posters, sample letters to parents, and tips for home Internet use (under “More Free Stuff”)

Educational Games by Media Awareness Network
<http://www.media-awareness.ca/english/games/index.cfm>
• Interactive games with teacher’s guides for educating about Internet safety, advertising ploys, and hate sites

Educators Home by NetSmartz
<http://www.netsmartz.org/educators.htm>
• Classroom materials that teach children to be safe online

iLEARN Curriculum by i-SAFE
<http://ilearn.isafe.org/>
• Curriculum available after online training

Online Safety and Digital Ethics by Nortel LearniT
http://www.nortellearnit.org/LearnIT/technology/Online_Safety/
http://www.nortellearnit.org/LearnIT/technology/Digital_Ethics/
• Links to short informational videos about Internet Safety and Ethics

Safe Passage: Introduction by Media Awareness Network
http://www.media-awareness.ca/english/teachers/wa_teachers/safe_passage_teachers/index.cfm
• Links to Internet safety topics with lesson plans



Appendix E

Glossary

blog/blogging: This term is derived from *Web log* and is an increasingly popular type of Web site. Most take the form of journal entries and allow readers to post comments.

bookmark(s): This browser feature stores a Web address in memory and allows the user to link quickly to the site.

chat rooms: These Web sites or online services facilitate electronic discussions by quickly posting the comments and responses of multiple users.

circumventor sites: These parallel Web sites allow children to get around some *filtering* software and access sites that have been blocked.

cyberbullies/cyberbullying: This refers to any online threats by one student toward another, typically through e-mails or on Web sites (e.g., *blogs*, *social networking* sites).

cybercrime: This refers to any Internet-related illegal activity.

cybersecurity (sometimes *cyber security*): This refers to any technique, software, etc., used to protect computers and prevent online crime.

cyberstalking: This refers to a number of methods individuals use to track, lure, or harass another person online.

electronic footprints: Computers maintain a record of all Web site visits and e-mail messages, leaving a trail of the user's activity in cyberspace. These data can still exist even after the browser *history* has been cleared and e-mail messages have been deleted.

favorite(s): This is the name for *bookmarks* (see above) used by Microsoft's Internet Explorer browser.

file sharing: This software enables multiple users to access the same computer file simultaneously. File sharing sometimes is used illegally to download music or software.

filter/filtering: This refers to different types of software that screen and block online content.

gaming: This term describes Internet games, which can be played either individually or by multiple online users at the same time.

griefers: These Internet users intentionally cause problems for other *gamers*.

grooming: This refers to the techniques sexual predators use to get to know their victims in preparation for sexual abuse.

history: This is a tracking feature of Internet browsers that shows all the recent Web sites visited.

identity theft: In this crime, someone obtains the vital information (e.g., credit card, Social Security, bank account numbers) of another person, usually to steal money. E-mail scams, *spyware*, and *viruses* are among the most typical methods for stealing someone's identity.

instant message/messaging: Known by the acronym *IM*, this is a variation of *chat rooms* that allows users to communicate through text messages.

malicious code: This refers to any computer code that is intentionally introduced into a system to damage or destroy files or disrupt the operation of a computer.

monitoring: This refers generally to the technique of tracking where people have been on the Internet by looking at the *history* of the browser. It also refers to software used for the same purpose.

P2P (see peer-to-peer computing)

peer-to-peer (P2P) computing: This is a popular way for Internet users to share one another's computer files—usually music, game, or software files.

phishing: This scam involves sending a fraudulent e-mail soliciting credit card, Social Security, or other personal information from an unsuspecting user.

social networking: This refers broadly to online communities where people share information about themselves, music files, photos, etc. There are many social networking Web sites (e.g., MySpace, Facebook, or Friendster).

spam: This refers to any unsolicited e-mail, or junk mail. Most spam is either a money scam or sexual in nature. Internet Service Providers, e-mail software, and other software can help block some, but not all, spam.

spyware: This refers to a wide-variety of software installed on people's computers without their knowledge. The programs typically will track computer use and create numerous pop-up ads. In some instances, the spyware can damage the computer and facilitate *identity theft*.

viruses: These are software programs that typically arrive through e-mail attachments and multiply on the hard drive, quickly exhausting the computer's memory. A *trojan* is a variation that allows unauthorized users access to the computer, from which they can send infected e-mails or *spam*.

wireless computers: Many networks now allow computers access to the Internet without being connected with wires. These networks are becoming increasingly more popular and powerful, allowing people to access the Internet using cell phones and other devices.



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